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RECENT EDUCATIONAL BIBLIOGRAPHY¹

II

CHILD-STUDY

The Money Sense of Children. By W. S. MONROE (in *Pedagogical Seminary*, March 1899, Vol. VI, 158.)

A bibliography of eighteen titles is appended. Five of the items are in French or German, and seven of them should be found in any small library. No notes.

Home and School Punishments. By C. H. SEARS (in *Pedagogical Seminary*, March 1899, Vol. VI, 185-187.)

A bibliography of thirty-seven English titles is appended. Periodical references and chapters in books are given. Much of the matter is accessible in the ordinary library. There are no notes.

Bibliography of Child-Study. By L. N. WILSON (in *Pedagogical Seminary*, April 1898, Vol. V, 541-589.)

Author is librarian at Clark University. The list comprises about 600 titles and is the fullest bibliography of child-study yet printed. Titles in all languages are included. There are many helpful notes. It is an alphabetical author list with full subject index at end.

EDUCATION

Classified Reading. By ISABEL LAWRENCE. 405 pp., 8vo. St. Cloud, Minn., 1898.

This is the most important and extensive piece of educational bibliography since Mr. W. S. Monroe's volume in 1897.

It is a 400-page list of books (on the subjects noted below) which will be useful to teachers in their own work and as supplementary or illustrative reading for pupils. It is the winnowed result of many years of normal-school work, and is designed to exclude all books which have proven ephemeral, or have been succeeded by better work.

The title, "Classified Reading," is vague and indefinite, while the subtitle, "With a full Bibliography of Education," is too ambitious.

¹ No. I is in the number for October 1898.

This the book distinctly is *not*, since it leaves wholly unnoticed entire phases of the subject, *e. g.*, school administration and supervision.

It is divided into seven sections: A, Pedagogy and psychology, 36 pages; B, Child-study, 40 pages; C, Geography, 88 pages; D, History, 132 pages; E, English, 50 pages; F, Nature study, 55 pages; G, Miscellany (including very brief lists on manual training, physical culture, music, reference books, mathematics and business). Each section is further subdivided, and in each subject a useful attempt is made to arrange many of the books by grades although the author frankly recognizes the difficulty of any hard and fast arrangement of this kind. The books included are all in English. Section A is the best in the book in the number and extent of the notes and, perhaps, in the excellent choice of the titles included. It is the least satisfactory section in arrangement and classification. One is never sure of what is here or whether a certain book is included until all the nine subsections have been examined. Books on teaching are found in three or four places, and the kindergarten literature is scattered through sections A and B.

It is not clear why all titles named in section A are not as much "books for libraries" as the twenty-five varied titles which, at a loss in coherent classification, are so captioned.

Two serious omissions are: H. Barnard's *Kindergarten and Child-Culture Papers*, and under "Current reports" there is no mention of the annual volumes of the Commissioner of Education.

Section B comprises about 400 titles. Periodical articles are extensively referred to. Notes abound. *Babyhood* and the *Educational Review* touch elbows in a strange list of sixteen journals valuable in child-study, but beyond this list no mention is made in the entire book of this most important phase of educational literature. Sections C to G are each prefaced by a brief list of books on methods and matter, while the bulk of the book is devoted to supplementary and illustrative reading for pupils. No text-books are included.

In history and geography a full geographical and chronological subdivision is made. Titles claiming inclusion under both heads are repeated.

Books frequently meet the eye in which the history or geography is so slight as to belie their value in such a list, and the Rebellion records issued by the government are certainly not enlivening matter for the young student; but when all is said, the selection of books is thoroughly good and its usefulness to all practical and enthusiastic

teachers is beyond estimate. It is so complete as to debar criticism on that score, and most important of all, the good judgment in choice has resulted in a wonderfully healthy and wholesome list.

The most serious omissions are in the lists on Methods, *e. g.*, Channing & Hart's *Guide to American History*, far and away the most useful book in print to the teacher of this subject, is not named, nor is mention made of Professor Mace's *Method in History*. The invaluable report on geographical education made to the Royal Geographical Society by Mr. J. Scott Keltie, is not noticed. It is a pity that more notes are not included. It would take little more space and if the compiler did not care to attempt independent evaluation, selections from competent criticism would have added to the value of the work. Such notable titles as: Palgrave, *Golden Treasury*; Freeman, *Methods of Historical Study*; Harris, *Psychological Foundations of Education*, and *Report of the Committee of Ten* are given with no word of comment to indicate their relative importance. An alphabetic arrangement by authors would be better than the haphazard title entry used. Wide margins permit additions.

Full imprint information is given including price. The table of contents is full and furnishes an excellent aid to consultation.

Selected Bibliography of Some Phases of Education. By J. I. WYER.
12 pp., 8vo. Philadelphia, 1899.

This is a list of 250 titles to accompany a syllabus used by the Civic club of Philadelphia in the study of educational history, conditions, and administration in the United States. The six sections are: Educational Theories; Education and the State; History of Education; School Administration and Supervision; Psychology and Education; Periodicals. There are many notes especially in the last two sections. Journals, reports, and parts of books are analyzed.

GEOGRAPHY

Hints to Teachers and Students on the Choice of Geographical Books for Reference and Reading. By H. R. MILL. 142 pp., 12mo.
London, 1897.

This thoroughly satisfactory little book, by the librarian to the Royal Geographical Society, is to be warmly commended to all teachers of geography as a more than usually useful and well done piece of bibliography.

The object of the volume is to place before teachers and students a selection of the best available books on geography as an educational subject and the geography of the different parts of the world.

The book is divided into eighteen brief chapters, each one followed by a carefully selected bibliography of the subject. The text, though forming the minor portion, is fully abreast of the book lists in competent treatment and practical usefulness, especially the chapters on Principles of Geography; The Teaching of Geography; Choice of Text-books; Atlases and Means of Illustration.

The book lists embrace about 600 titles and a short note accompanies every one.

GERMANY. EDUCATION

German Higher Schools. By J. E. RUSSELL. 455 pp., 8vo. New York, 1899.

A list of references follows each chapter. Naturally most of them are in German. Titles of chapters are as wide as the range of education, those on methods of instruction in particular subjects being perhaps of most direct value.

HISTORY

New England History Teachers' Association—Text-books in American History (in *Educational Review*, Dec. 1898, Vol. XVI, 480-502).

An exhaustive committee report is followed by a list of nineteen representative text-books; each title is accompanied with full and authoritative critical and descriptive note. Of utmost value in the choice of text-books in American history.

American Historical Association—Committee of Seven. Some books and articles on the teaching of history (in *The Study of History in Schools*. New York, 1899. Apx. 7, pp. 239-247).

Six titles "with which every teacher of history should be acquainted;" five "other noteworthy books on historical method;" ten useful periodical articles; five books in foreign languages; eight books and articles on history teaching from the English point of view. The most important titles are followed by brief and only fairly satisfactory descriptive notes. Appendix 8 lists a dozen of the most useful maps and atlases.

NATURE STUDY

Illustrative Material for Nature Study in Primary Schools. By CLARA W. HUNT. 29 pp., 8vo. Albany, 1899 (New York State Library, Bibliography bulletin 16).

An alphabetical list of nature objects, animals, plants, stones, etc., followed by carefully selected references to books and periodical articles where nature study material concerning them may be found. A list of the books to which citations are made and an excellent list of reference books in nature study for teachers are prefixed. The work has been done with care and practical intelligence.

SCHOOL HYGIENE

Bibliography of School Hygiene. By W. H. BURNHAM (in N. E. A. proceedings, 1898, pp. 505-523).

Four hundred and thirty-six titles, largely foreign, comprising books, reports, and articles in journals and composite books collected by this professor at Clark University. Important titles are indicated by brief notes. A classification by subject would have made a much more useful piece of work.

SCHOOL LIBRARIES

National Educational Association—Library Department. List of books for rural schools with small libraries (in N. E. A. proceedings, 1898, pp. 1016-1022).

The names on the committee which prepared this list are a guarantee of good work.

There are 130 titles, classified by grades. Publisher and price are given, but no notes.

J. I. WYER

THE UNIVERSITY OF NEBRASKA